

## Contributors to this Issue

**Jo-ann Archibald, Q'um Q'um Xi'em**, is Stó:lō and X'al'ip from British Columbia (BC). She is Associate Dean for Indigenous Education, Director of the Indigenous teacher education program (NITEP), and a professor in the Faculty of Education at the University of British Columbia. Jo-ann has been the theme editor of the *Canadian Journal of Native Education* since 1992.

**Ramona Big Head** is a mother of seven and a grandmother of 17. Her Blackfoot name is translated as *Many Sweat Lodge Woman*. She has taught high school English and drama in her community for 14 years. Ramona is currently a PhD candidate at the University of British Columbia and her area of research involves discovering the relationship between Blackfoot identity and Indigenous theatre. She teaches in the Faculty of Education at the University of Lethbridge.

**Jozsef Budai** was born in Port Alberni, BC, and currently resides in Coquitlam with his wife and two children. He is a high school social studies teacher in Burnaby, BC, and is currently the head of the department at Alpha Secondary School. Jozsef's interests include sports, geography, fishing, and travelling. When not in the classroom or travelling, he is busy shuttling his children around to all of their various sporting events.

**Rebecca Chartrand** has worked as an Aboriginal education consultant for the past 10 years in the Winnipeg School Division. She is of a member of Treaty 4 and in her culture/language she is called *Wapinoong Ikwe*. In Anishinaabe, it is described as *that illuminating place where the sun rises each and every day*. In English, it is called the *east: Wapinoong*. She has family roots that connect to Pine Creek, Camperville, Duck Bay, and Vogar, all Aboriginal communities located in Manitoba. Rebecca is the proud mother of one daughter, Syrena, her only child. She is currently completing a master's thesis at the University of Manitoba to assess the efficacy of her work as an Aboriginal education consultant.

**Paul Nicolas Cormier** is a status Indian from Canada, registered with Lake Helen First Nations, Red Rock Indian Band. He holds a Bachelor of Education from McGill University, a Master of Arts in Conflict Analysis and Management from Royal Roads University, and is currently a PhD candidate in Peace and Conflict Studies at the Mauro Centre for Peace and Justice, University of Manitoba. His research interests are in traditional Indigenous peace building, land disputes related to Indigenous peoples and land rights, and research as a process for peace building in Indigenous contexts.

**Tracy L. Friedel** is Métis (Cree) from the community of Lac Ste. Anne, Alberta (in Cree, named *Manitow Sâkâhikan*). Among other things, her research interests focus on Indigenous understandings of outdoor education, First Nation and Métis experience in the realm of work and learning, and Indigenous conceptualizations of place and the importance of these for teaching and learning. As part of this latter interest, Tracy has engaged with community-based partners in the Lower Mainland of BC and Haida Gwaii to create meaningful academic service learning experiences for graduate students.

**Adam Gaudry** is a Métis PhD Candidate in Indigenous Governance at the University of Victoria. He is currently completing his dissertation on 19th century Metis political thought and its centrality in informing Metis international relations with the Hudson's Bay Company and, later, Canada. Adam is also the 2012-2013 Henry Roe Cloud Dissertation Writing Fellow at Yale University.

**Hartej Gill** worked as a teacher and vice-principal in the North Vancouver BC school district before beginning her role as an Assistant Professor in the Department of Educational Studies at the University of British Columbia. Hartej is particularly interested in social justice and leadership, and in using research to bridge the gap between theory, practice, and social activism. Through her academic position, she hopes to use her praxis as a way of co-creating transformative and reciprocal relationships between universities, public schools, and the larger community.

**Robert L. A. Hancock** is Metis and is the LE,NONET Research Apprenticeship Coordinator in the Office of Indigenous Affairs and an Adjunct Assistant Professor in the Department of Anthropology at the University of Victoria, where he earned a PhD in Interdisciplinary Studies. Prior to his current positions, he held a SSHRC Postdoctoral Fellowship in the First Nations Studies program and Department of Anthropology at the University of Western Ontario.

**Judith M. Hewitt** grew up on First Nations reserves on the coast of British Columbia and attended Indian Day School until Grade 7. She is an elementary school teacher who has taught in a school with many First Nations students. This teaching experience led her to graduate studies where she and Jackie Moore lead professional development workshops at a Northern Ontario school. Judy was invited to teach and conduct the research featured in her article by the school principal and school board.

**Brigitte Jenniss**, a certified K-5 teacher, is Métis and originally from the Maliseet village of Musquaro, Quebec. She has taught in the community of Unamen Shipu First Nation, Quebec, for 27 years. Brigitte is a very motivated teacher, committed to the fulfillment of the dream as well as to the academic success of each Innu student.

**Vivian M. Jiménez Estrada** is a Maya woman, born in Guatemala City, Guatemala, who migrated to Canada in 1988. She obtained a bachelor's degree (BES) and master's degree (MES) from the Faculty of Environmental Studies at York University. She recently completed her doctoral degree at the Ontario Institute for Studies in Education of the University of Toronto. Her research focuses on the application of global Indigenous knowledges and the interconnections between race, culture, gender, and spirituality in education and knowledge production.

**Michele K. Johnson** is also known as Sʔimlaʔxʷ. She is Syilx and lives in Penticton, BC. She is related to the Simla family from nk'mapłqs (Vernon, BC) and the Richters from Ashnola, BC. Michele is studying to become ntl̓cin (proficient) in nsyilxcn (nqilxʷcn, Okanagan, Salish, Interior Salish, and simply *the language*), and she teaches nsyilxcn to adults in her community. In her off-time you will find her writing her dissertation, skiing, or rock climbing at Skaha Bluffs.

**Lone Elizabeth Ketsitlile** is an Associate Professor in the Communication and Study Skills Unit at the University of Botswana, Gaborone. She completed her PhD studies in Reading Education at the University of Georgia in Athens (US) in 2009 with the assistance of a Fulbright Scholarship. Her research interests are in the areas of reading, writing, San people's Indigenous literacy, Indigenous research methods, Indigenous theories, and empowerment of San peoples in Botswana.

**Constance Lavoie** is an Assistant Professor at the Université du Québec in Chicoutimi. She is conducting different research projects with Innu communities in the field of language teaching. Her research interest is French language teaching in multilingual settings.

**Elizabeth A. Lee** has taught First Nations children for 17 years in Winnipeg, taking some of the first courses offered in 1972 (which at the time was called Native education) with Dr. Bruce Sealey at the University of Manitoba. Elizabeth currently teaches in the Faculty of Education at Queen's University and teaches a course on Aboriginal Language and Literature in the Aboriginal and World Indigenous Educational Studies (AWIES) graduate program.

**Marie-Paul Mark**, a certified K-5 teacher with 21 years of teaching experience in her community, is Innu from Unamen Shipu First Nation, Quebec. She is considered a model in her community because of her high level of engagement and commitment to raising the profile of Indigenous knowledges in her school.

**Georgina Martin** is both *Secwepemc* and a member of Lake Babine Nation in BC. She is a PhD candidate in Educational Studies at the University of British Columbia. Georgina incorporates Indigenous knowledge in her teaching philosophy and approach to research. She aims to foster reciprocal relationships between communities and researchers, advocate for Indigenous communities in relation to health and social issues, and engage in work to improve socio-economic conditions for Indigenous people. Her interests include Indigenous self-determination, Indigenous education, and Indigenous voice.

**Tsuaki R. O. Marule** is an instructor at Red Crow Community College. She graduated from the University of Lethbridge with a Bachelor of Fine Arts and a Bachelor of Education. She is married and has a daughter. Tsuaki is currently completing Master of Education courses at the University of Lethbridge. Her research focus is Blackfoot pedagogy and traditional Blackfoot music practices.

**Daniel Mathew** has been teaching for 13 years in BC, in both middle and high schools. He enjoys the challenges of the modern classroom with its diverse student needs and integration of technology. His first exposure to Aboriginal educational issues was while working in the Mission School District on a Grade 8 transitions team. He hopes that the study described in his co-authored article will help others to think carefully about educational policies and practices with respect to improving Aboriginal students' school experiences.

**Maxine Matilpi** (JD, LLM), is the eldest grandchild of Willi and Violet (née Matilpi) Hunt of the Kwakiutl and Ma'amtigila (Kwakwaka'wakw) tribes. The former director of Academic and Cultural Support at the Faculty of Law, (University of Victoria), she continues learning while teaching First Nations Studies at Vancouver Island University. She is also a dancer, an artist, and a Laughter Yoga Instructor. Her research interests are Indigenous laws and Indigenous legal pedagogies.

**Marissa Muñoz** is Xicana Tejana, from the Tlaxcalteca-speaking peoples of the Texas-Mexico borderlands. She draws from her cultural heritage, as well as from her experience as a classroom teacher, museum educator, and curriculum writer, for the foundations of her research. Currently working on her PhD in Education at the University of British Columbia, Marissa's focus is on the traditional knowledge of water in relation to/with the Rio Grande, and the complexities of Indigenous collective memory in contexts of violence and systemic non-recognition.

**Lana Ray** is an Anishnaabe ikwe from Red Rock First Nations. Lana holds a Bachelor of Arts degree from McMaster University and a Master of Public Health degree from Lakehead University. Currently, she is a PhD candidate in Indigenous Studies at Trent University and the Director of Policy and Research at the Ontario Native Women's Association. Her research interests include Indigenous methodologies, Indigenous women's knowledge, and Indigenous women's health and wellness.

**Mary Rickson Deighan** is a Vancouver-born teacher with a great deal of pride in our public school system. She believes that teachers should always be seeking out ways to honour the culture, worldview, and family of every student, including Aboriginal, English as an additional language (EAL), or children with special needs. She tries to spend most of her summers in her yellow kayak paddling the coastal waters of British Columbia.

**Mela Sarkar** teaches and researches second language and sociolinguistics issues at McGill University in Montreal, Quebec. Originally from Toronto, she has roots in Canada's Bengali and Ukrainian communities. A native English-speaker who integrated into French-speaking Quebec, her research focus is the linguistic empowerment of marginalized minority-language speakers within majority societies. Since 2007, she has been working with language teachers at Listuguj First Nation, Quebec, to develop appropriate second-language pedagogy for the community's Mi'gmaq revitalization initiative.

**José A. (Tony) Torralba** is an Assistant Professor of Curriculum Studies at the University of Hawaii at Manoa. His interests include curriculum design efforts that foster access to teaching and learning for under-represented groups. He is a native of Colombia, where he has helped to guide the creation of a new graduate-level education degree for Indigenous groups of Colombia. He received his PhD in education from the University of California, Berkeley.

**Kevin White** has been an educator for the past 14 years. He currently teaches music at a Burnaby, BC secondary school and is the head of the Visual and Performing Arts Department. Kevin has a unique interest in the Aboriginal Education Enhancement Agreements due to his Aboriginal ancestry and also because of his involvement in Aboriginal programs in the public school system during his youth.

